

Career Pathways in Action

An Integrated Education and
Training Approach



Important Disclaimer

This training opportunity is made available through a partnership among Maher & Maher, the District's Workforce Investment Council (WIC), and the Office of the State Superintendent of Education (OSSE). The purpose of the training is to increase awareness and capacity of its participants with regards to the value and key components of a Career Pathways system and integrated education and training models. The opinions and strategies presented are based on the extensive research and experience of Maher & Maher but should not be construed as specific instructions, guidance, or mandates directly related to the current OSSE Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways Grant application. Adherence to or adoption of the strategies presented does not guarantee the awarding of said grant.

Using Partnerships to Create Best Practice Talent Pipelines

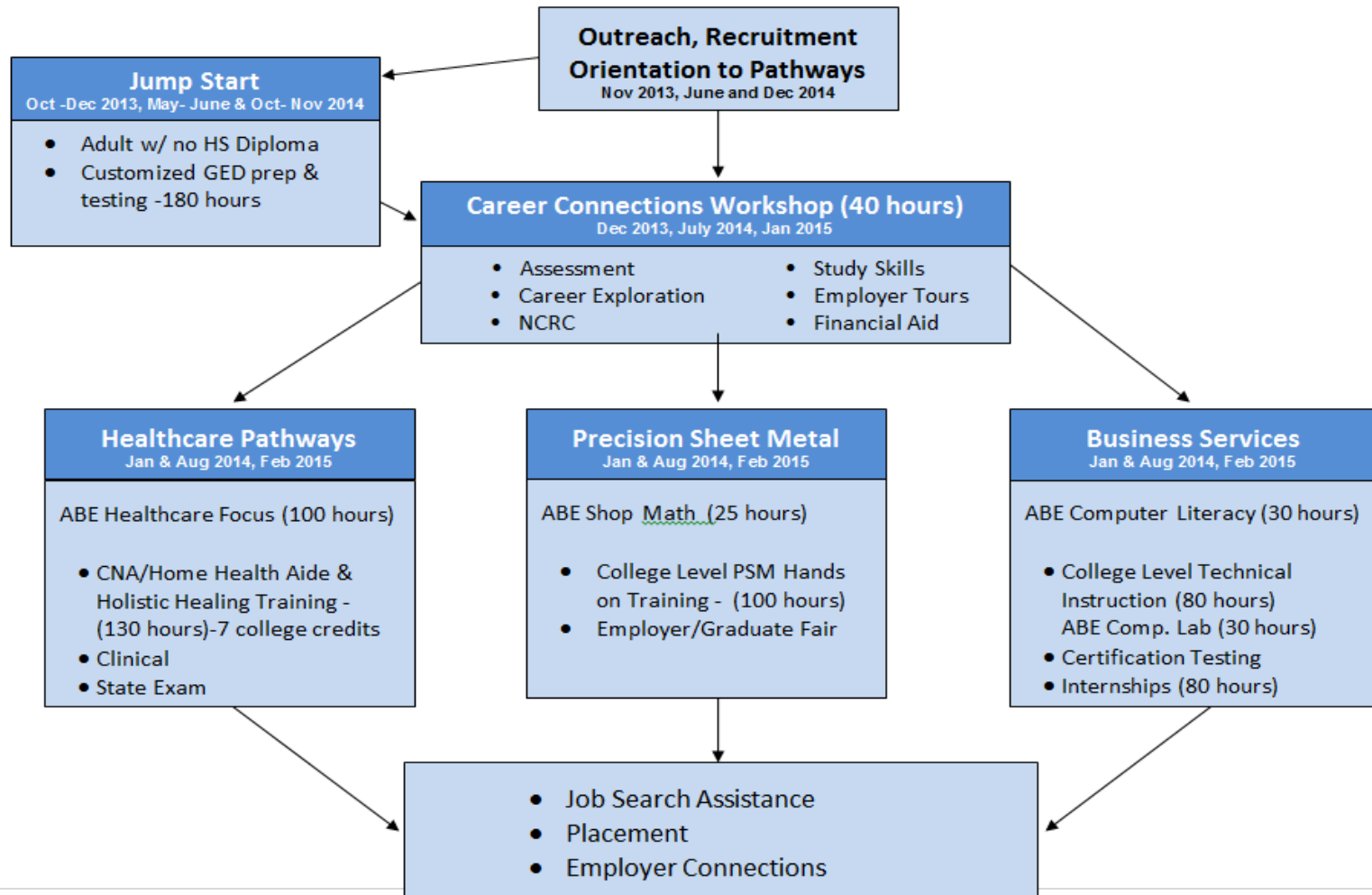
***Beth Brinly**, Maher & Maher*



Career Pathways: Anoka Co, MN

Anoka County Career Connections

Career Pathway Model in Healthcare, Manufacturing and Business Services



Anoka County Perspective

Positive Impacts:

- Built capacity for large population to obtain a credential in a high demand occupation;
- Credit-based training: built confidence and a clear path to continue education;
- Increased partnership/understanding of colleges, ABE, employers and WorkForce Center; and
- Streamlined services and one contact for student and educators.

Advice starting up – Make sure you have the right people in the planning process.

Challenges:

- Funding: braiding, timelines, duplicative reporting, and uncertainty;
- We need FAFSA eligible programs that are short term and lead to credential;
- Resources/ Support services including child care assistance and housing are not available for everyone (income guidelines); and
- Colleges may not recognize the value of ABE training vs. Developmental Education classes.

Career Pathways: South Central Kansas



Career Pathways: SUCCESS!

GUARANTEED JOB INTERVIEWS FOR ALL PROGRAM GRADUATES



www.watc.edu

Admissions, Testing
and Advising Services
at NCAT

4004 N. Webb Rd. • 316.677.9400



Program	Length	Start Dates	Cost *	Class Days	Class Times
Advanced Aerostructures	8-10 Weeks	August/October January/ March	Inquire*	M-F	7:00am-3:30 (M & W until 5:25)
Advanced Aerostructures	16-20 Weeks	August/ January	Inquire*	M-F	5:30pm-9:45

* Costs listed are approximate and subject to change. Approximate costs include tuition and fees. Books are approximately \$500 in addition to the price listed above.

With just a few months of training, you can learn the skills that area aviation leader's need. Those who complete this training receive a guaranteed interview with top aviation companies. If you're unemployed, tuition assistance may be available. Here's how to begin:

- ☐ Complete and submit a WATC application
 - The WATC application is available at all WATC locations and online at www.watc.edu/apply
- ☐ Successfully complete the ACT® COMPASS® test and Valpar (visit front desk at NCAT)
 - Minimum required Compass scores: Writing 45, Math 40, Reading 70, Valpar 45
 - Assessments are available through Testing Services at NCAT and the Southside Education Center.
 - Please call and Schedule your Valpar Test by calling 316-677-9506
 - Photo ID required to take the assessments. Results valid for five years. Results not given via phone.
- ☐ See an Academic Coach to discuss your status; enroll in class (visit front desk at NCAT)
- ☐ Wichita Workforce Center information (for those seeking tuition assistance)

NO APPOINTMENT NEEDED

Hours of Operation
Monday-Thursday 8:00-5:00 Friday 9:00-5:00
150 N. Main St. Wichita, Kansas 67201
Phone Number (316) 771-6600

Wichita Workforce Center Requirements (for those seeking tuition assistance)

- All Participants - Eligible to live and work in the United states (proof required, most common Driver's License and Social Security card)
- If Laid off (not a requirement) - Proof of Lay off (Layoff notice or Benefits eligibility documents)
- If a Veteran (not required to be a veteran) - Proof required most common DD214
- If a male, registered with the selective service - They will verify at Wichita Workforce Center
- All Participants - will complete the Kansas Career Pipeline and must score a 60% or above in Manufacturing or Science - They will help them complete this at workforce.
- All Participants - Must meet all WATC requirements

Education Level requirements

There are no education requirements before receiving Wichita Workforce Center funding. Wichita Workforce Center will encourage the student to also seek their GED while attending training to increase the chances of employment. Cesna will want students to have a GED or High school diploma in addition to the sheet metal training, but other companies may have different requirements.

Age requirements

The Wichita Workforce will fund students age 16 and above for this program.

- ☐ Attend classes, complete training, receive a guaranteed interview.

Aviation Career Pathway

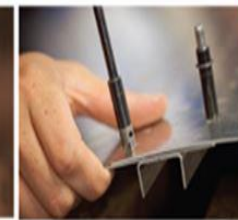
GED Prep/Testing /OSHA 10 Certificate



Advanced Aerostructures Training



Employment/Continued Manufacturing
Education



South Central Kansas Perspective

Positive Impacts:

- Employment and credential attainment
- Streamlined processes
- Increased communication
- Adult/DW performance outcomes well above goal

Ongoing Challenges:

- Communication
- Availability of Workforce funds
- Continued employer engagement



Employers said:

- Deliver solutions, not programs and processes
- Be consistent and dependable and deliver on promises
- Demonstrate that you (as a unified system) understand the environment that we operate in today
- Be agile and responsive: we need solutions immediately, not in weeks or months
- Anticipate and understand our talent supply chain needs
- Define career pathways that fuel our talent pipeline
- Understand our talent needs at the competency level and provide screened and skilled workers that are well-matched to our needs
- Provide a single/primary point of contact; we don't want to be contacted multiple times by different entities
- Align your strategies and activities!

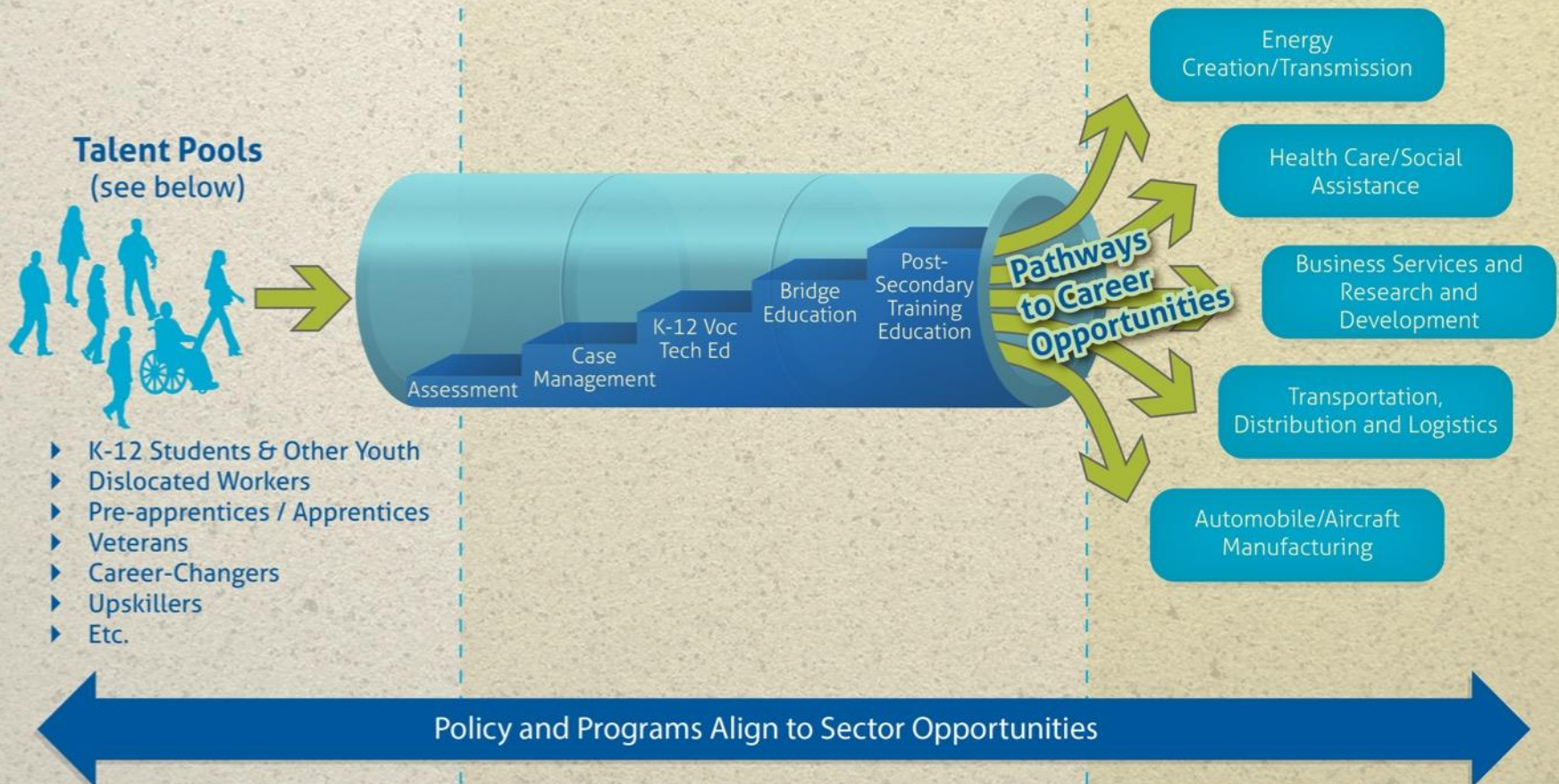
A World-Class Talent Pipeline:

The Talent Supply Chain Vision

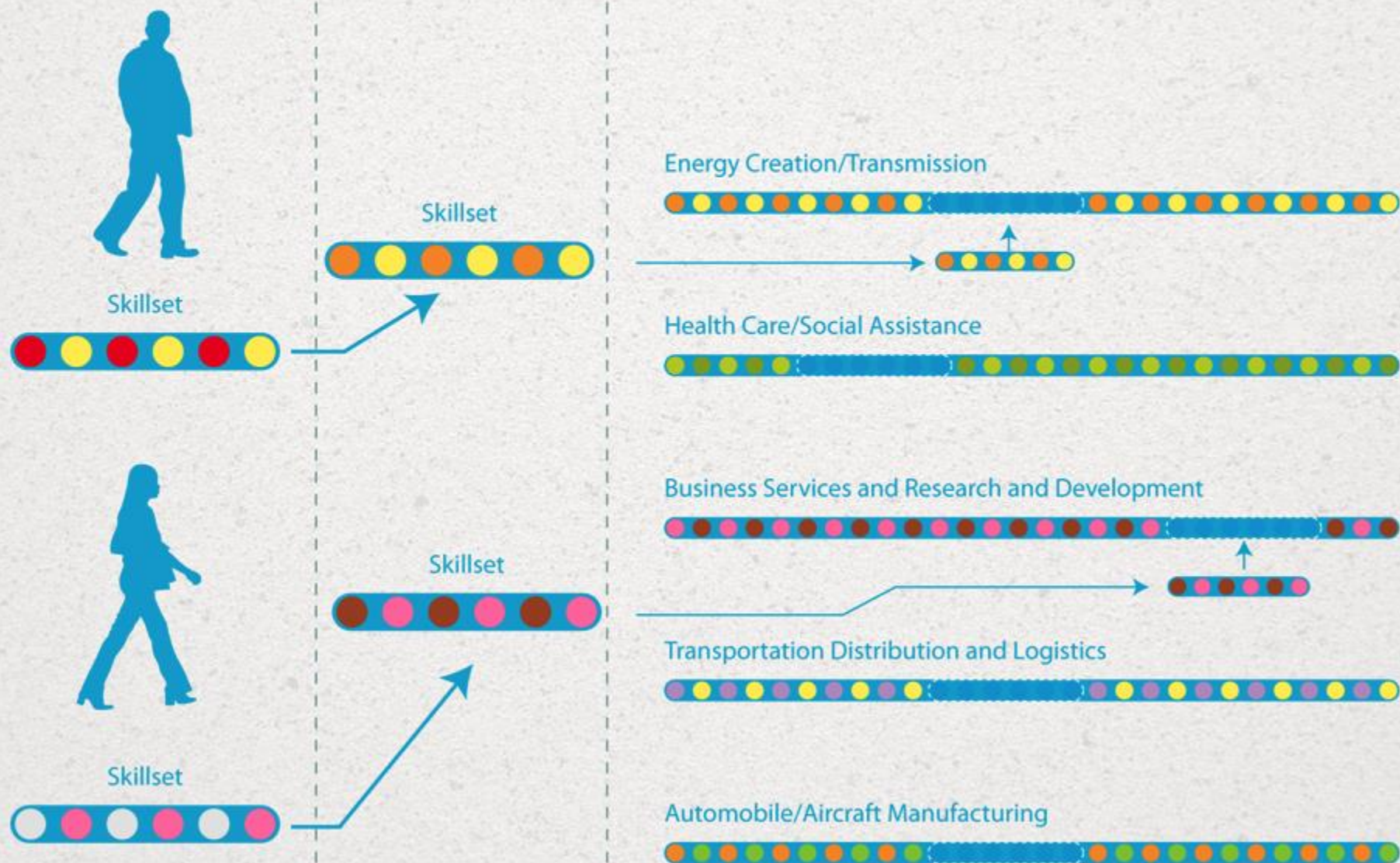
Aggregate
Supply

Integrated, Sector-Driven
Career Development Solutions

Quantify Sector-Based
Demand



INSIDE THE TALENT PIPELINE



Sector Strategy Success Factors

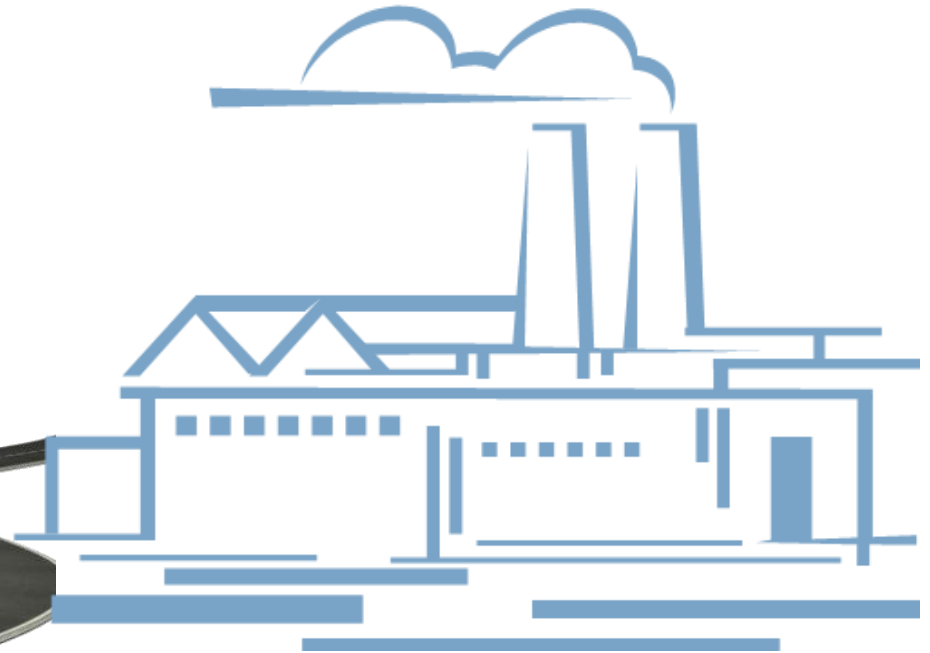
- Are Driven by Great Data
- Are founded on a Regional Vision
- Are Guided by Industry
- Lead to Strategic Alignment
- Transform how Services are Delivered
- Are Measured, Improved, and Sustained



Making Them Real

Sector strategies
are the “**what**”

Career pathways
are the “**how**”



Stakeholders to Stockholders



Stakeholders in the Career Pathways System

- Students/Parents/Guardians
- Workforce Development
- Economic Development
- Chambers of Commerce
- Business and Industry
- Additional Govt./Public Agencies
- Community-Based Organizations
- Additional Private & Non-Profit Organizations

Role of Workforce Development

- Develop and continuously update quantitative talent supply pipeline data for each target sector
- Act as “broker” who connects all of the pieces in the talent pipeline at the operational level
- Seek and approve private and non-profit training providers for focus industries/occupations
- Assist in competency model development and validation for each sector
- Provide “labor exchange” support – candidate screening, assessment, job matching, etc.

Role of Economic Development

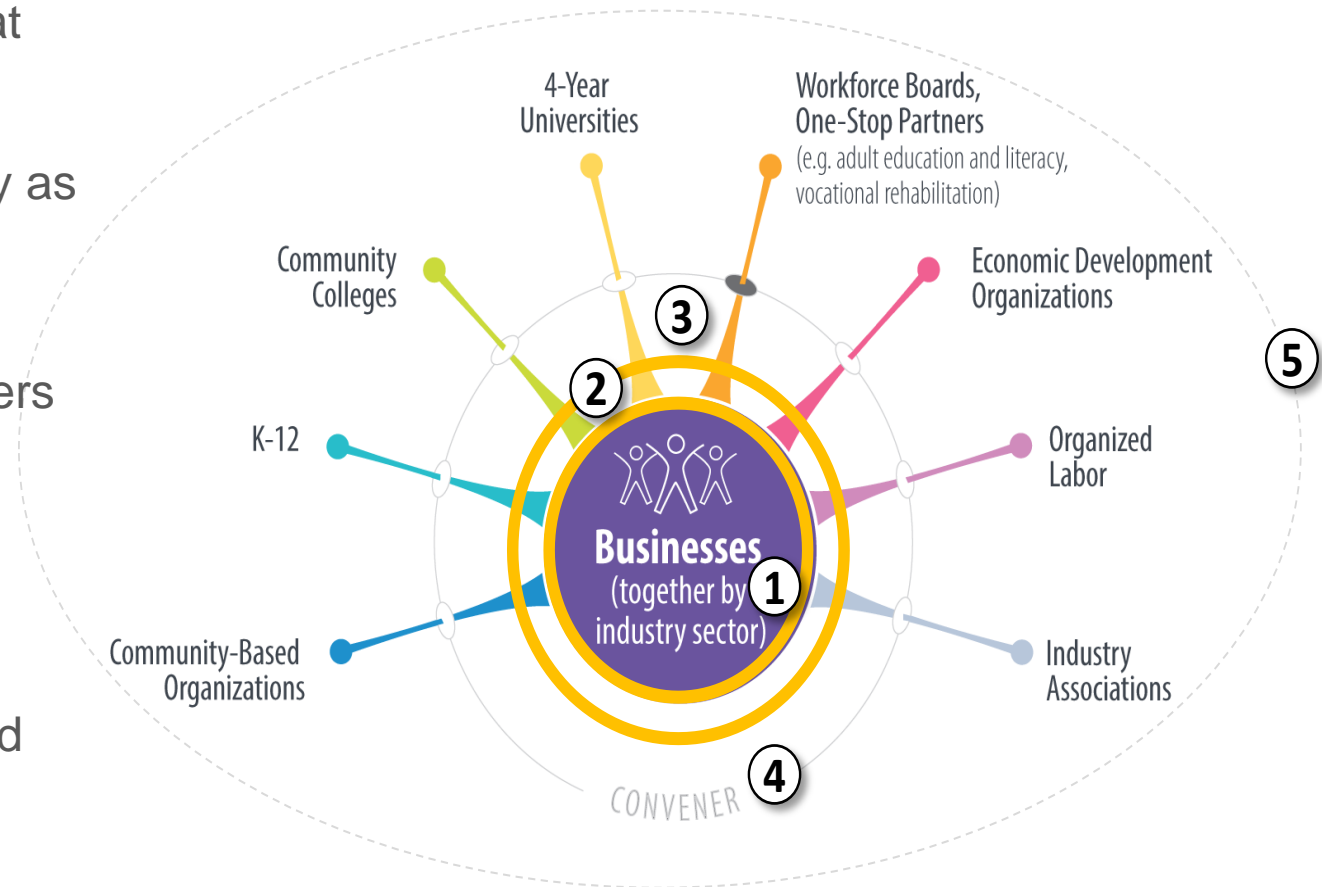
- Business attraction/retention/expansion, including marketing of the workforce solutions/“concierge service” brand
- Convener for economic data analysis and sector prioritization
- Collaboratively convene Industry Partnership Team
- Conduct worker attraction/recruitment
- Set policies to align grants to sector/occupational priorities in each regional economy
- Provide continuous statistical (and anecdotal) information on business attraction, retention, and expansion, as it relates to regional human resource needs

Role of the Education Community

- Seek/develop curriculum asset maps
- Lead competency model development and validation for sectors
- Program and curriculum design/development and validation through industry-staffed Advisory Boards
- Lead adoption and integration of industry recognized credentials
- Conduct skill assessment (e.g., WorkKeys)
- Develop curriculum sharing agreements between institutions
- Set policy to align grants to sector/occupational priorities and maintain maximum flexibility
- Provide continuous information on availability and results of various instructional programs (industry-specific and otherwise)
- Articulate programs of study

Industry Sector Partnership Model

1. Places business at center
2. Work with industry as *partners*
3. Aligned community partners
4. WF system as central player, convener
5. Regionally-focused




Engaging Employers as Strategic Partners

- Continuous
- Strategic
- Mutually valuable
- Wide-ranging
- Comprehensive
- Intensive
- Empowering
- Institutionally varied



Ladder of Employer Engagement



	New Relationship		Working Relationship		Strategic Partnership	
	Level I	Level II	Level III	Level IV	Level V	
Key Employer Role	Advising	Capacity-building	Co-designing	Convening	Leading	
Stage of Relationship	Initial contact/ new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner	
Activity Examples	Discuss hiring needs, skills, competencies; advice on curricula, contract learning; hire graduates	Job site tours, speakers, mock interviews, internships, needs assessment, loan/donate equipment, recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College-employer sectoral partnerships	Multi-employer / multi-college partnerships	

DO	DON'T
DO YOUR HOMEWORK	DON'T WASTE TIME
<i>What do they do? How do they do it? Labor market trends for their sector? Where are they in the supply chain?</i>	<i>Only purposeful meetings as needed. Don't ignore input.</i>
DO BECOME A FAMILIAR FACE	DON'T RELY ON ONE STRATEGY
<i>Go to them. Speak and network at their meetings.</i>	<i>No one-size-fits-all. Every business and situation is unique.</i>
DO GET PAST THE GATEKEEPER	DON'T STAY IN YOUR SILO
<i>Leverage mutual relationships and networks. Get to highest-ranking person with one degree of separation.</i>	<i>Be mindful of all resources that can help. Cross-program collaboration. Avoid data wards, government jargon & acronyms.</i>

DO	DON'T
DO ASK RELEVANT QUESTIONS, THEN <u>LISTEN</u>	DON'T PRESSURE A BUSINESS TO SIGN UP WITH WIOA
<i>Validate homework. Leave knowing the root cause(s) of any issues.</i>	<i>Provide options. Be ready when THEY are ready.</i>
DO GET KNOWN AS A VALUABLE PARTNER	DON'T OVER-PROMISE
<i>Find a way to improve their profitability. Get written endorsements from businesses you have helped.</i>	<i>Manage expectations according to your resources. Make sure you're speaking the same dialect.</i>
DO MAKE IT EASY	DON'T TAKE THE RELATIONSHIP FOR GRANTED
<i>Reduce red tape to the Nth degree. Use Lean principles.</i>	<i>Don't go through the motions. Cultivate multiple long-term contacts.</i>
DO REGULAR CARE AND FEEDING	
<i>Follow up without pestering. Be prepared to invest adequate resources.</i>	

Developing Partnerships





Align to the Vision



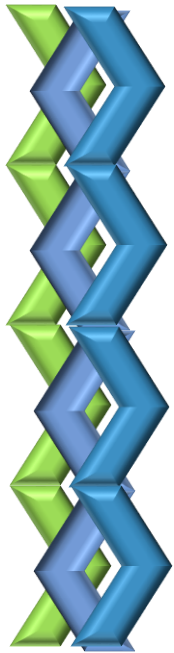
- Policy level:
 - At the agency/organizational level, craft or refine a clear vision for collaboration and service improvement that reflects agreement among partners on shared goals and strategies for individual and employer customers
- Service delivery level:
 - At the front-line level, craft or refine an operational vision that sets expectations for shared service planning and delivery and integrated resource use

Develop Partnerships

- Policy level:
 - Develop, formalize, and sustain interagency partnerships among organizations that fund and oversee services for job seeker and employer customers
- Service delivery level:
 - At the local/regional level, engage all service providers in ongoing partnership efforts to build and coordinate support for comprehensive service delivery and resource integration
- At both levels:
 - High-performing partner relationships should drive system and service delivery design



Map Assets



- Policy level:
 - Identify the range of federal, state, and local program resources available for braiding
 - Identify gaps/need areas
 - Share guidance on the strategies, activities, and services for which various resource streams may be utilized
- Service delivery level:
 - Map the full range of assets (funding and other resources) that can be aligned and braided for local/regional strategies and services
 - By customer group and service/activity type
 - Identify gaps/need areas

Articulate and Integrate Assets

- Policy level:
 - Adapt and/or develop strategic plans, budgets, policies, RSAs and MOUs, and performance goals to maximize the articulation and integration of mapped assets across agency and program lines
- Service delivery level:
 - Adapt and/or develop local/regional strategic plans, operational plans, RSAs and MOUs, performance goals, customer flow maps, staff roles and responsibilities, and process and service guidance to reflect expectations for the articulation and integration of mapped assets among all system partners



Adapt Administrative Structures

- Policy level:
 - Adapt administrative processes and systems as necessary to support resource coordination and use, information sharing, and tracking of outcomes and cost savings
- Service delivery level:
 - Adapt local-level administrative processes and systems as necessary to support resource coordination and use, information sharing, and tracking of outcomes and cost savings
- Keep in mind:
 - Partnerships – not administrative structures – come first
 - Administrative adaptations should not delay system and service delivery improvements

Provide Training and TA

- Policy level:
 - Identify management training and development needs and develop and provide ongoing technical assistance and cross-training
 - Identify opportunities for peer mentoring and exchange among similar programs in the region
- Service delivery level:
 - Identify front-line staff training and development needs and develop and provide ongoing local technical assistance and cross-training
 - Identify opportunities for peer mentoring and exchange among various program staff in the area



Adapt Service Delivery

- Policy level:
 - Provide staff with service delivery and funding empowerment, guidance, and support to enable integrated and braided front-line service delivery
- Service delivery level:
 - Adopt common intake, assessment, and team-based/functional service planning and case management/customer relationship management models
 - Provide simultaneous, vs. sequential, program services, coordinated among multiple partners
 - Integrate orientations, workshops, classes, etc. to bring together customers served by different/multiple programs



Evaluate and Adjust

- Policy level:
 - Review relevant performance, cost, customer feedback data, and management/staff input to evaluate impacts and effectiveness and adjust/refine strategies and activities as necessary
- Service delivery level:
 - Review relevant performance, cost, customer feedback data, and staff input to evaluate impacts and effectiveness and adjust/refine strategies and activities as necessary



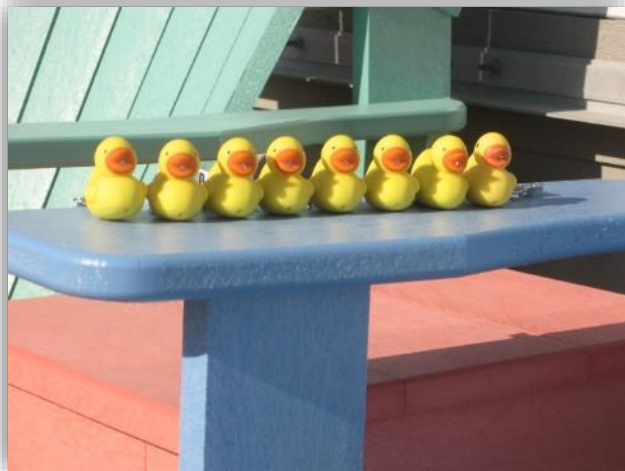
Braiding Resources



Defining Our Terms

Align:

- Identify and coordinate different, complementary funding sources and other resources to support shared goals and strategies



Braid:

- Weave together different federal, state, and other funding streams to support comprehensive and integrated service delivery that is seamless for the customer
 - Vs. “Blend”: Pooling resources from multiple sources into one “pot”
 - Significant flexibility, but may be more challenging

Thinking in Resource Networks

Making the shift:

- **Resource-constraint model:** Customers are “owned” and served by an individual agency or program
- **Resource-opportunity model:** Customers are “owned” and served by a networked system of resources and services
- **Partnering and resource-braiding:** Not just the “right thing to do,” but an opportunity to increase program and customer outcomes
 - Creating more success stories



Customer Needs & Goals

Strategies

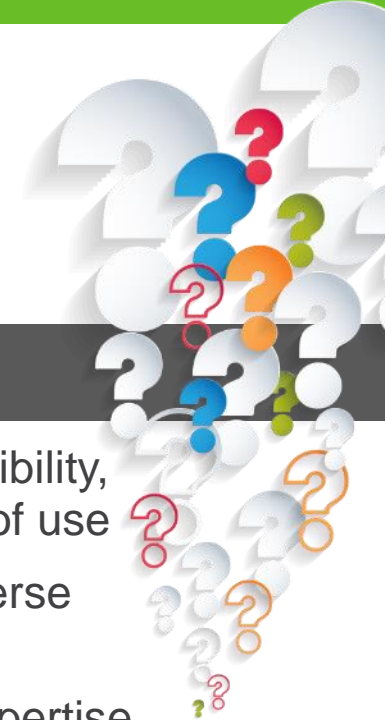
Funding Streams

Services and Support



Positive Customer Experience & Outcomes

Why? Key Benefits



To organization:

- Improves coordination and alignment among partners
- Reduces duplication and realizes efficiencies
- Expands capacity in resource-short environments
- Brings additional staff strengths and expertise to customers
- Increases flexibility in service planning
- Improves program impacts and outcomes
- Supports scalability, sustainability, and new investment

To customer:

- Improves system accessibility, transparency, and ease of use
- Offers more creative/diverse service delivery options
- Brings additional staff expertise and assistance to customer needs
- Improves customer experience and value
- Improves customer outcomes/results

Success Factors

- Customer needs must drive service/funding portfolio
- Partnerships and leadership essential to systems change
 - Overcoming “turf” concerns
- Shared goals and strategies
- Partner co-location important, but collaborative service planning and funding investment essential
 - Team-based service planning and customer relationship management
 - Functional organization/operations to link and leverage resources
- Capitalize on partners’ strengths
- Staff capacity needed for financial and administrative oversight



Additional Resources

- Center for Law and Social Policy's Federal Funding for Integrated Service Delivery Toolkit: http://www.clasp.org/resources-and-publications/files/CWF_ALL.pdf
- National Collaborative on Workforce and Disability's brief, "Blending and Braiding Funds and Resources: The Intermediary as Facilitator": <http://www.ncwd-youth.info/information-brief-18>
- National Technical Assistance and Research Center to Promote Leadership for Increasing the Employment and Economic Independence for Adults with Disabilities' paper, "Using Braided Funding Strategies to Advance Employer Hiring Initiatives that Include People with Disabilities":
<http://www.dol.gov/odep/pdf/BraidedFSReport.pdf>

Contact Us:

thank you

Beth Brinly

bbrinly@mahernet.com

Carrie Yeats

cyeats@mahernet.com

Gretchen Sullivan

gsullivan@mahernet.com



Maher & Maher
Investment Advisors for Talent Development.

www.mahernet.com